

Comprehension - Getting more out of information text



Castlemaine SC

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Shared reading is...

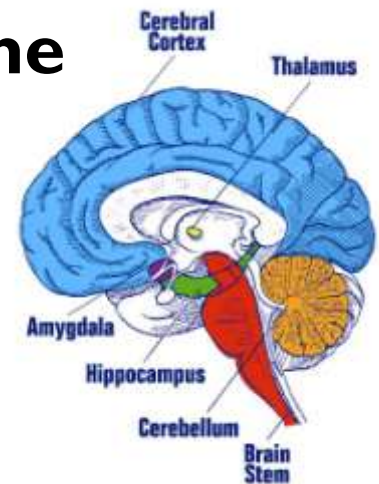
- whole class teaching
- using enlarged print and high quality text
- teaching for effective use of reading strategies
- students and teachers share the task of reading
- text which might otherwise prove too challenging

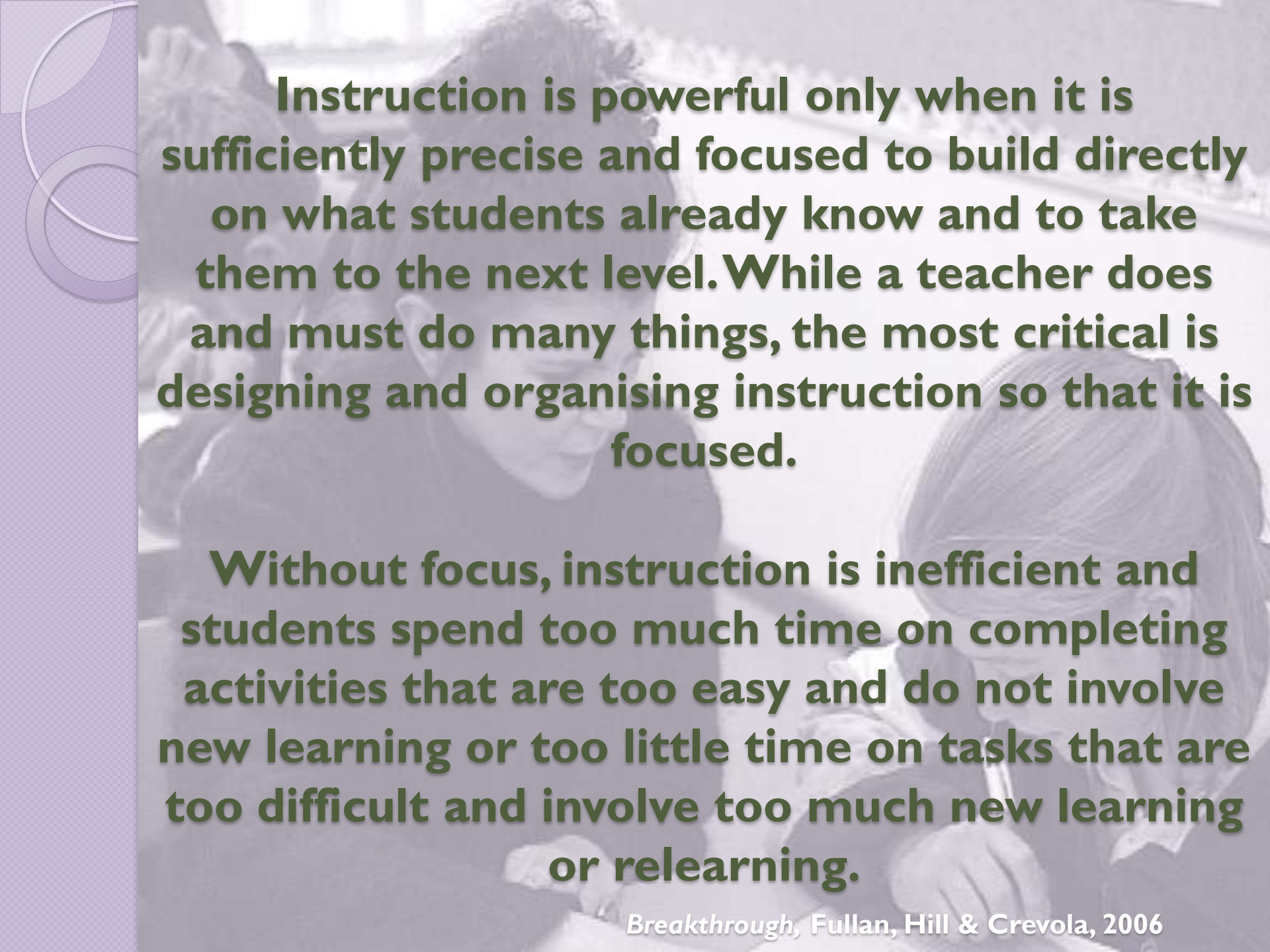
Reading is comprehension!

- Reading is more than just the ability to decode text....we read to understand and learn.
- Each domain places literacy demands on students.
- Each domain involves text – written, visual, oral, digital.
- 96% of what students read in their secondary schooling is informational text.
- We need to teach students strategies for reading these texts which they can use independently.

Recent brain research tells us that:

- Learning is a process of **making connections** to previous experiences and interests.
- When a person feels threatened or excluded, he or she “**downshifts**” to the lower brain and cannot think well. Emotional balance is destroyed.
- Reflecting on what we’ve discussed and learned with others dramatically **improves the retention of knowledge**.



The background of the slide is a grayscale photograph of a classroom. In the foreground, a young boy is looking down at a book or paper. Behind him, another student is visible, and in the background, other students are seated at desks. The overall atmosphere is one of a typical classroom setting.

Instruction is powerful only when it is sufficiently precise and focused to build directly on what students already know and to take them to the next level. While a teacher does and must do many things, the most critical is designing and organising instruction so that it is focused.

Without focus, instruction is inefficient and students spend too much time on completing activities that are too easy and do not involve new learning or too little time on tasks that are too difficult and involve too much new learning or relearning.

Breakthrough, Fullan, Hill & Crevola, 2006

What is explicit teaching?

Turn and talk

- a strategy which enables all students to participate in discussion....everyone has a chance to share their ideas, thoughts and opinions in a 'safe' forum.
(partners can be permanent or flexible)

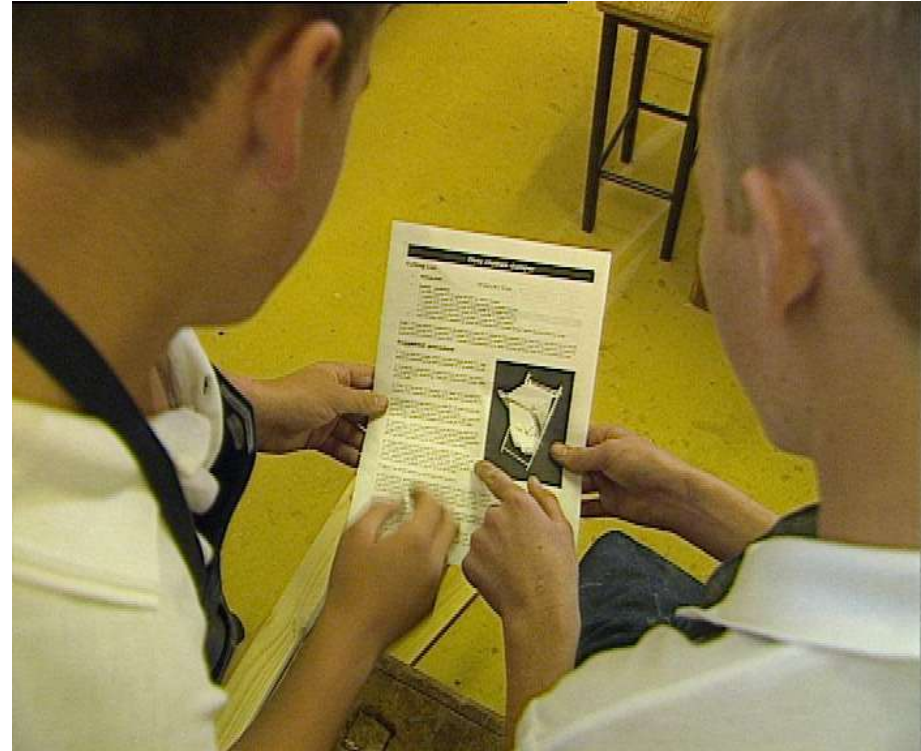
Explicit teaching

- The teacher explains the strategy.
- The teacher explains why the strategy is important.
- The teacher models how to use the strategy in a meaningful context.
- The teacher explains and models when to use the strategy.
- The students undertake guided practice: the teacher and student use the strategy together.
- The students use the strategy independently.

Readers build understanding by

- making connections
- asking questions
- visualising
- inferring
- identifying key ideas
- synthesising information
- clarifying understanding

(Harvey, 2000)



Tools to support comprehension of information text

1. Read to remember everything
2. Bundling
3. Facts and opinions
4. Anticipation guide
5. Exclusion brainstorming
6. True, false, I don't know



I. Read to remember everything

- Select an appropriate piece of text.
- Set the purpose...I want you to read and try to remember everything you can.
- Students read independently.
- As a group recall as many facts as possible while teacher scribes. (No comment, discussion, explanation or question)
- Review the list for omissions, repetitions or inconsistencies.
- Classify information (bundle).
- Write a summary paragraph using facts.



Develops
summarising
skills

What is polymyalgia rheumatica?

Polymyalgia rheumatica (PMR) is a disorder of the muscles and joints characterized by pain and stiffness, affecting both sides of the body, and involving the shoulders, arms, neck, and buttock areas. Patients with polymyalgia rheumatica are typically over the age of 50 years.

What causes polymyalgia rheumatica?

The cause of polymyalgia rheumatica is not known. Recent research has indicated that genetic (inherited) factors play a role in who becomes afflicted with the illness. Theories have included viral stimulation of the immune system in genetically susceptible individuals. Rarely, polymyalgia rheumatica is associated with a cancer. In this setting, the cancer may be initiating an inflammatory immune response to cause the polymyalgia rheumatica symptoms.

What are symptoms of polymyalgia rheumatica?

The onset of the illness can be sudden. A patient may have a healthy history until awakening one morning with stiffness and pain of muscles and joints throughout the body. These symptoms persist and are often accompanied by an intense sensation of fatigue. Some patients notice a gradual loss of appetite, weight, and energy. Depression can occur.

How is polymyalgia rheumatica diagnosed?

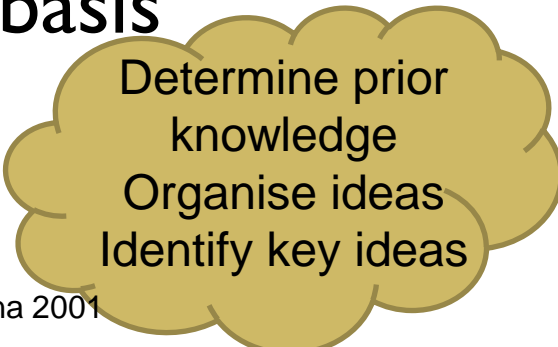
The doctor frequently notes muscle tenderness. Blood testing for inflammation is generally abnormal, as indicated by a significant elevation in the erythrocyte sedimentation rate (ESR) and/or C-reactive protein. There are no specific tests, however, for polymyalgia rheumatica and X-rays are normal. It is also not unusual for patients to have slight elevations of liver blood tests.

How is polymyalgia rheumatica treated?

The treatment of polymyalgia rheumatica is directed toward reducing inflammation. While some patients with mild symptoms can improve with nonsteroid anti-inflammatory drugs such as aspirin or ibuprofen, most patients respond best to low doses of cortisone medications such as prednisolone. Not infrequently, a single day's cortisone medication eases many of the symptoms! In fact, the rapid, gratifying results with low dose cortisone medications is characteristic of polymyalgia rheumatica.

2. Bundling

- Students need pieces of card, post-it notes or paper.
- Students write one fact or thought on the topic per card.
- As a group classify facts or thoughts into similar categories.
- Label each category.
- Discuss statements or use as basis for writing.



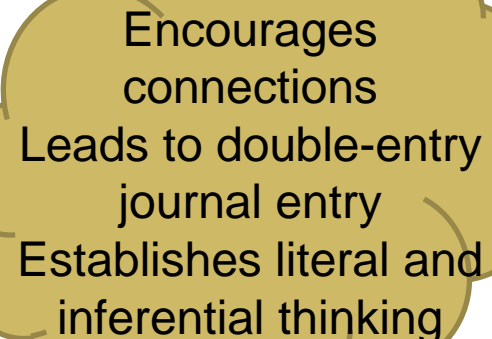
Determine prior knowledge
Organise ideas
Identify key ideas

Wallwisher tool

- <http://wallwisher.com/wall/CSCJan28>

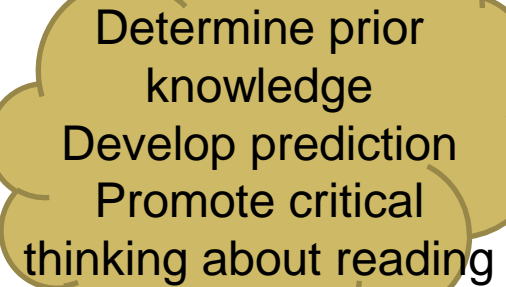
3. Facts and opinions

- Read the entire text several times.
- Record 5 facts that you think are important.
- Give your own opinion on each fact.
- Discuss with a partner, small group or whole class.



Encourages
connections
Leads to double-entry
journal entry
Establishes literal and
inferential thinking

4. Anticipation guide



- Determine prior knowledge
- Develop prediction
- Promote critical thinking about reading

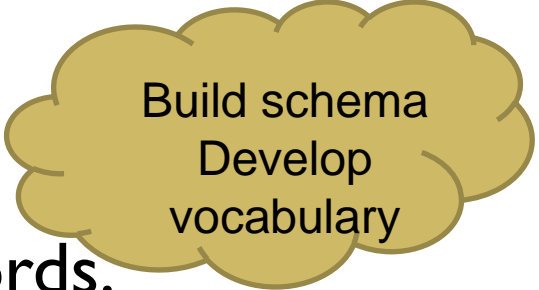
- Select text and identify major concepts.
- Create 4-6 statements that will support or challenge student beliefs.
- Students read each statement and formulate a response to it.
- Discuss each statement with class, asking students from each position to explain response.
- Read to find evidence to support or reject their response.
- Students may confirm, reject or revise their response. Discuss.

polymyalgia rheumatica

1. Turning 50 means getting old.
2. Genetic inheritance can influence your personal health.
3. Decisions I make as a teenager will not affect my health as I grow older.
4. Researchers are always finding new drugs for diseases.
5. The body is a temple.

5. Exclusion brainstorming

- Compile a list of words about a topic or from a text, include some words which do not fit.
- Set purpose...we are going to be reading about....
- Students work in pairs and decide which words are related or could be in the text. Circle unrelated words.
- Students need to justify selections.
- Students read the text, noticing words.
- After reading, students check their lists and discuss reasons for inclusions/exclusions.



Build schema
Develop
vocabulary


Companion planting

- bean
- dwarf
- soil
- heavy
- tomato
- compost
- control
- plant
- spade
- friend
- dill
- succulent
- cabbage
- carrot
- pest
- aromatic
- flower
- lady

Plant	Companions	Function	Foes
Apple	Nasturtium	Climbs tree and repels codling moth.	
Asparagus	Tomatoes, Parsley, Basil		
Balm	Tomatoes	Improves growth and flavour - attracts bees	
Basil	Tomatoes	helps repel flies and mosquitoes	Rue
Beans	Potatoes Carrots, Cucumber, cauliflower, summer savoury, most other vegetables and herbs.		Onions Garlic Gladiolus
Beetroot	Onions, Lettuce, Cabbage, Silver beet, Kohlrabi		
Birch		dead leaves encourage compost fermentation.	
Borage	Tomatoes, squash and strawberries	Deters tomato worm, improves growth and flavour and in the strawberry patch will increase the yield.	
Brassica's (Cabbage, Cauliflower, Broccoli)	Aromatic plants, sage, dill, camomile, beets, peppermint, rosemary, Beans, Celery, Onions, Potatoes, dwarf zinnias.	Dill attracts a wasp to control cabbage moth. Zinnias attract lady bugs to protect plants.	strawberries, Tomatoes
Broad beans	Potatoes, Peas, Beans		
Caraway		helps breakdown heavy soils.	
Carrots	Lettuce, Peas, Leeks, Chives, Onions, Cucumbers, Beans, tomatoes, wormwood, sage, rosemary		Dill in flower and being stored with apples

6. True, false, I'm not sure

- Select a text and set purpose....you are going to read the text to find out if your thinking is correct.
- Write a series of statements based on the text; some factual and able to be found in the text, and others which require schema and inferential thinking.
- Students work in pairs to sort statements, discussing reasons.
- Read to justify selections.



Find key ideas
Develop critical
thinking



Pablo Picasso was an Italian painter and sculptor.

Picasso painted *Lee Miller* in 1937.

Cubism is one form of abstract art.
Lee Miller's son loved Picasso's painting of his mother.

Picasso's style is more easily interpreted by children.

Picasso believed that photography was a poor form of art.

Portraits depend on realism.

Born on 25th October 1881, Pablo Picasso was a Spanish painter and sculptor. He has become one of the most recognised figures in 20th century art and is known as the co-founder of an abstract style of art known as cubism. Below are two anecdotes about Picasso and his painting of Lee Miller.

It is said that a man once criticised Picasso for creating unrealistic art.

Picasso asked him: 'Can you show me some realistic art?'

The man showed him a photograph of his wife.

Picasso observed: 'So your wife is two inches tall, two-dimensional, with no arms and no legs, and no colour but only shades of grey?'

Pablo Picasso, *Lee Miller*, 1937, Gallery of Scotland



The image above is of Lee Miller, an American photographer famous for her beauty and charm. Picasso made five paintings of Miller, all of which were done from memory and sketches. It is said that when this image was shown to Miller's two year old son for the first time, his instant cry of delight was 'Mummy, Mummy'.

Good luck!